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School Library Management for Student Literacy: A POAC-Based Study of Practices and Resource Constraints

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ABSTRACT

School libraries provide resources that support learning and students' literacy development. However, limited collections, funding, technology, and trained personnel can weaken library services. This study examined POAC-based library management in supporting literacy at Senior High School. A descriptive qualitative study was conducted there from August to December 2024. Data came from seven purposively selected informants through observation, semi-structured interviews, and documents; source and method triangulation strengthened credibility. Planning addressed literacy programs, collections, budgeting, facilities, staff, partnerships, and evaluation. Organizing clarified responsibilities, task distribution, circulation procedures, and coordination among school leaders, library staff, and teachers. Actuating comprised daily 10–15-minute reading, Friday Literacy, classroom reading corners, and fiction and nonfiction use in lessons. Students also used the library for independent reading and academic assignments. Controlling involved principal supervision, periodic evaluation, circulation and visitor records, reporting, and follow-up. Yet restricted budgets, limited collection diversity, manual cataloguing, weak digital infrastructure, and inadequate staff training constrained service effectiveness. Overall, findings indicate POAC implementation requires alignment among plans, resources, staff competence, and students' needs to sustain literacy support. The study contributes contextual evidence and recommends collection renewal, staff development, digitization, teacher–librarian collaboration, and outcome-focused evaluation.

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INTRODUCTION

School libraries are integral to educational quality because they connect students with varied information resources, support independent learning and sustained reading engagement. Their contribution is not confined to lending

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books; well-supported library services can help students encounter diverse perspectives, develop reading identities, and participate confidently in learning. Recent evidence indicates that the presence and development of school libraries are positively associated with literacy skills, while library services can expand reading opportunities and reduce unequal access to resources (Listanto & Firmansyah, 2022; Taylor & Clarke, 2025). Research on secondary school libraries further shows that librarians facilitate reader development, autonomy, inclusion, and personal growth through responsive collections and supportive environments (Webber et al., 2025). Therefore, strengthening school library management is a public educational concern, since it expands equitable access to literacy experiences and supports students' capacity to learn throughout life, beyond school.

This concern becomes more significant as literacy requires learners to locate, interpret, evaluate, and use information across print and digital environments. Reading engagement is associated with literacy attainment, while access to collections, reading guidance, and library spaces can influence students' opportunities to read (Merga & Mat Roni, 2025). A review of reading research likewise underscores the relationship between reading volume and reading achievement, reinforcing the value of regular opportunities to engage with texts (Allington & McGill-Franzen, 2021). In the digital environment, school libraries are expected to provide credible and accessible resources, yet Indonesian school libraries still face barriers to digitization (Nafisah, 2022). These findings suggest that literacy development cannot rely solely on classroom instruction or isolated reading campaigns. Schools need coherent library management that aligns resources, personnel, services, and learning priorities to sustain meaningful literacy opportunities within their educational communities.

Nevertheless, many schools face difficulties in translating the educational potential of libraries into consistent services. Constraints include limited and outdated collections, inadequate budgets, insufficiently qualified personnel, weak technological infrastructure, and fragmented coordination between librarians, teachers, and school leaders. A systematic review identifies budget limitations, human-resource capacity, infrastructure, and networking as barriers to digital school libraries (Devi et al., 2024). A recent study of school library transformation in Banyuwangi also describes difficulties involving planning, role distribution, digital infrastructure, and managerial supervision (Wibowo et al., 2025). Studies of library management show that literacy activities require coordinated planning, organization, implementation, and supervision rather than the provision of reading facilities alone (Anggraeni & Dafit, 2024; Utmawati et al., 2024). Thus, the problem concerns the institutional capacity to manage

library resources and programs sustainably and more effectively, not simply whether a school has a library.

This problem is reflected at Senior High School, where the school library supports the School Literacy Movement through daily reading habituation, Friday Literacy activities, classroom reading corners, and the use of library collections in learning. However, the school report cited in this study records a slight decrease in the proportion of students meeting the reported literacy competency benchmark, from 91.30% in 2024 to 91.11% in 2025, a decline of 0.19 percentage points. Preliminary observations and institutional information also indicate constraints involving non-textbook collections, financial resources, technological facilities, manual cataloguing, and the availability of professionally trained library personnel. These conditions coexist with established literacy activities and formal library management arrangements. The situation raises a practical question: whether the school's management processes sufficiently connect literacy priorities with resource allocation, personnel responsibilities, service delivery, and systematic evaluation for institutional decision-making.

Previous studies provide important foundations for understanding the relationship between school library management and literacy development. Marmoah et al. (2022) explain how school literacy culture can be managed through planning, organizing, implementation, and control, while Utmawati et al. (2024) examine similar management processes in senior high school libraries. Anggraeni and Dafit (2024) further describe how library visits, reading corners, and other literacy activities are organized to support school literacy culture. Listanto and Firmansyah (2022) report a positive relationship between the availability of school libraries and reading literacy, while Aly et al. (2026) synthesize the role of school libraries in fostering reading culture. Collectively, these studies establish the relevance of management functions, library access, and structured literacy activities. However, these studies provide limited explanation of how all four functions interact under resource constraints in a particular senior high school in Indonesia.

A related body of research examines digital services, professional capacity, and evaluation. Nafisah (2022) discusses the need to digitize school libraries while identifying limitations in facilities, librarian skills, institutional support, and funding. Devi et al. (2024) similarly identify infrastructure, budgets, and human resources as barriers to digital library implementation, while Wibowo et al. (2025) highlight the managerial and workforce challenges of hybrid library transformation. Wasilah et al. (2025) discuss digital library management as a strategy for promoting student literacy. At the personnel level, Hill et al. (2025) demonstrate the importance of evaluating school librarians systematically, while Merga and Mat Roni (2025) foreground the challenges

professionals face in fostering reading engagement. These studies offer valuable insights, but the dimensions are often examined separately. An integrated account connecting management functions, resource limitations, professional readiness, and program evaluation remains necessary for institutional improvement.

This study addresses this gap by examining school library management at Senior High School through the interconnected functions of Planning, Organizing, Actuating, and Controlling (POAC). Its novelty does not lie in proposing POAC as a new management model; rather, it lies in explaining how the four functions are enacted together within a senior high school where literacy programs operate alongside constraints in collections, funding, technology, and personnel. This perspective extends previous work on literacy culture management (Marmoah et al., 2022), school library management (Utmawati et al., 2024), and digital transformation in school libraries (Wibowo et al., 2025). It considers whether monitoring documents implementation only or provides evidence useful for improving literacy services. By linking management processes with institutional conditions, the study offers an account of work required to sustain literacy initiatives and align managerial priorities with students' reading needs.

Accordingly, this study asks: How is school library management implemented through the POAC functions to support students' literacy development at Senior High School, and what factors support or constrain its implementation? It proceeds from the proposition that the presence of literacy programs and formal management structures is insufficient unless planning, task allocation, service implementation, and evaluation are aligned with available resources and students' reading needs. The study aims to analyze the four management functions, identify supporting and inhibiting factors, and explain their implications for library services and literacy program implementation. Using a descriptive qualitative case study, it contributes insight into resource-constrained school library management and offers considerations for school leaders, librarians, and teachers. The findings are intended to inform contextual improvement, while not claiming that qualitative evidence from one school can establish a causal effect on students' literacy achievement.

RESEARCH METHODS

This study employed a qualitative descriptive design to examine how school library management was planned, organized, implemented, and monitored at SMA Negeri 2 Kotaagung. This design was appropriate because the inquiry sought an empirically grounded account of existing managerial practices, participants' perspectives, and institutional constraints in their natural

educational setting, rather than testing causal relationships or developing a formal theory. Qualitative description enables researchers to represent practices and events in a data-near manner while retaining the contextual detail needed to address applied research questions (Lim, 2025; Villamin et al., 2025). The four POAC functions-Planning, Organizing, Actuating, and Controlling served as the analytical framework for organizing the inquiry and interpreting the management processes. The choice of design, field materials, and analytical strategy was guided by their coherence with the research purpose (Zilber & Meyer, 2022).

The research was conducted at SMA Negeri 2 Kotaagung, Tanggamus Regency, Lampung, Indonesia, from August to December 2024. The school was purposively selected because its library was actively involved in school literacy initiatives, including daily reading habituation, Friday Literacy activities, classroom reading corners, and the integration of library resources into classroom learning. At the same time, the institution faced constraints involving the availability of non-textbook collections, financial resources, technological facilities, cataloguing practices, and professionally qualified library personnel. This combination of established literacy activities and continuing management constraints made the school a relevant setting for examining how the POAC functions operated in practice. Selecting a research setting on the basis of its contextual relevance and its fit with the research question strengthens the coherence of qualitative inquiry (Lim, 2025; Zilber & Meyer, 2022).

Seven informants were selected through purposive sampling because of their responsibilities, direct involvement, and knowledge of school library management and literacy activities. They comprised the principal, vice principal for curriculum, vice principal for facilities and infrastructure, head librarian, librarian, one subject teacher, and one student. This selection represented leadership, library administration, instructional implementation, and the perspective of a library user; purposive sampling was therefore used to recruit participants with information directly relevant to the research objectives (Ahmad & Wilkins, 2025). Data were collected through direct observation, semi-structured interviews, and document review. Observations focused on library facilities, collection management, circulation services, student use of the library, and literacy activities. Interviews explored planning, task allocation, program implementation, supervision, and resource constraints; the semi-structured format allowed focused questioning alongside follow-up probes (Adeoye-Olatunde & Olenik, 2021). Documents included institutional profiles, organizational structures, collection inventories, circulation and visitor records, literacy-program reports, and activity records. These documents were examined

as institutional evidence complementing interview and observational data (Sankofa, 2023).

Data were analyzed through a structured descriptive procedure guided by the POAC framework. Information from interviews, observations, and documents was first organized in relation to the research questions and then classified into four analytical categories: Planning, Organizing, Actuating, and Controlling. Within each category, participants' accounts were compared with observed practices and relevant institutional records to identify recurring patterns, discrepancies, resource constraints, and differences between planned and actual implementation. The findings were then synthesized to explain how the four management functions were interconnected and to identify factors supporting or constraining library services; the analysis was descriptive and did not seek to establish causal effects on students' literacy achievement. A transparent, framework-guided analytical process helps make the progression from data to findings traceable (Bingham, 2023). Credibility was strengthened through source triangulation across informant groups, method triangulation across interviews, observations, and documents, and documentary verification (Lim, 2025; Schlunegger et al., 2024).

RESULTS AND DISCUSSION

Results

Planning of School Library Management

The planning function was implemented through the development of a strategic library management plan aligned with the school's educational objectives and literacy development priorities. The library established a vision emphasizing its role as an information resource center and a facility for encouraging reading interest among students and other members of the school community.

The strategic plan covered seven major areas: literacy culture development, collection development, supporting facilities, human resource development, institutional partnerships, budgeting, and program evaluation. Collection development included the provision of textbooks, Indonesian literary works, fiction and non-fiction reading materials, digital resources, and locally relevant reading materials. These priorities reflected the school's intention to provide learning resources that supported both academic requirements and students' reading interests. Planning also included regular reading habituation, classroom reading corners, Friday Literacy activities, and the integration of library resources into classroom instruction. The reading habituation program was intended to encourage students to develop consistent reading habits through short reading sessions before classroom learning.

However, the implementation of these plans was constrained by limited financial resources, insufficient collection development, and inadequate technological infrastructure. Although the library had established comprehensive development priorities, the available resources did not fully support the realization of all planned improvements. The findings therefore indicate a gap between strategic planning and the institutional capacity required for implementation.

Organizing of Library Resources and Services

The organizing function was reflected in the establishment of a formal library organizational structure and the distribution of responsibilities among school personnel. The principal provided institutional direction and supervision, while the head librarian coordinated library management, collection development, and literacy services. Library personnel were responsible for daily operations, including collection management, circulation services, and assistance to library users. Teachers also participated in supporting library utilization by encouraging students to use available reading materials for classroom activities and academic assignments. This coordination linked library services with the teaching and learning process and supported the integration of literacy activities into school programs.

Library operations were supported by regulations covering operational hours, borrowing procedures, and users' responsibilities. Students, teachers, and staff were permitted to borrow a maximum of three books for seven days, with up to two extensions. These arrangements provided administrative guidance for the circulation of library collections. Nevertheless, professional staffing remained a challenge. Although the head librarian possessed a relevant school library management competency certificate, the library staff member had not fulfilled the formal qualification or accredited certification requirements identified in the study. Consequently, professional development and personnel capacity strengthening remained necessary to improve library service quality.

Actuating of School Literacy Programs

The actuating function was implemented through library services and various School Literacy Movement activities. These included daily reading habituation, Friday Literacy programs, classroom reading corners, school reading spaces, and literacy integration into classroom learning. One of the main activities was a reading habituation session lasting approximately 10-15 minutes before classroom instruction. During these sessions, students were encouraged to read fiction and other non-textbook materials as part of their regular learning routines. Fiction reading provided opportunities for students to engage with

narratives and develop reading habits, while non-fiction materials supported general knowledge acquisition and academic learning.

The library provided different types of fiction and non-fiction collections to accommodate students' reading interests and learning needs. However, the available collections still required expansion and renewal. Increasing the availability of attractive, relevant, and diverse reading materials was identified as an important priority for strengthening reading habituation and encouraging more frequent library utilization. Interview evidence from the head librarian indicated that students enjoyed reading in the library and frequently used its collections to search for information related to assignments given by their teachers. This account demonstrated that library utilization was connected to classroom learning activities. Students used the library not only for independent reading but also as an information resource supporting the completion of academic tasks.

Friday Literacy activities provided opportunities for students to demonstrate literacy-related abilities through poetry writing, poetry reading, speeches, and other creative activities. Classroom reading corners and school reading spaces extended access to books beyond the main library building. The implementation of these programs demonstrated that literacy development activities were distributed across different learning environments. The school organized literacy development through habituation, development, and learning stages. Habituation emphasized regular reading practices, development encouraged students' participation in literacy activities, and the learning stage connected reading and information-seeking activities with academic assignments. The school also introduced digital literacy activities within classroom learning. Nevertheless, library cataloguing and collection management remained predominantly manual. This condition indicated that digital literacy activities had not been accompanied by comprehensive modernization of the library management system.

Table 1. School Literacy Activities and Library Collection Utilization

Literacy Activity	Implementation	Educational Function	Development Needs
Daily reading habituation	Students read fiction and other non-textbook materials for approximately 10–15 minutes before lessons.	Encouraging regular reading habits and engagement with texts	Additional attractive and relevant fiction collections
Friday Literacy	Students participate in poetry reading, speeches, creative writing, and other literacy-related activities.	Supporting literacy participation and student expression	Continued activity development and supporting reading materials
Classroom reading corners	Reading materials are provided within classrooms.	Expanding access to reading opportunities	Regular collection renewal and distribution

School reading spaces	Reading areas are provided outside the main library.	Supporting independent reading	Improved facilities and book availability
Library-based academic learning	Students use library materials to complete teacher-assigned tasks.	Supporting information seeking and classroom learning	Additional non-fiction and reference materials
Digital literacy activities	Digital resources are incorporated into selected learning activities.	Supporting engagement with digital information	Improved technological infrastructure and library systems

Table 1 indicate that school literacy development was supported by various reading activities and access to library collections. However, continued collection development was necessary to maintain the relevance and attractiveness of available reading materials.

Controlling of Library Management and Literacy Programs

The controlling function was implemented through principal supervision, periodic evaluation, written reporting, and follow-up activities. Monitoring focused on library services, collection utilization, reading activities, and the implementation of school literacy programs. The library conducted monthly evaluations using management indicators established by the institution. Evaluation findings were reported to the principal and used to identify areas requiring improvement. Visitor records, borrowing records, collection relevance, and collection renewal were considered when examining library service implementation.

The principal also monitored the contribution of library programs to school literacy activities and encouraged improvements in resource management and service quality. These practices demonstrated the existence of institutional mechanisms for supervising library operations and supporting program continuity. Nevertheless, the findings did not provide sufficient program-specific evidence to establish the extent to which individual library activities directly improved measured literacy competencies. Monitoring and evaluation therefore primarily documented the implementation of literacy programs and library services rather than establishing causal effects on students' literacy achievement.

Table 2. POAC-Based School Library Management Findings

Management Function	Main Empirical Findings	Supporting Evidence	Identified Limitations
Planning	Strategic planning covered literacy development, collection improvement, facilities, personnel, partnerships, budgeting, and evaluation.	Strategic planning documents, interviews, and institutional records	Limited funding and technological resources

Organizing	A formal organizational structure, task distribution, circulation regulations, and service responsibilities were established.	Organizational records, service regulations, and interviews	Inadequate professional qualifications and limited staff development
Actuating	Daily reading habituation, Friday Literacy, reading corners, fiction and non-fiction collection utilization, and classroom literacy integration were implemented.	Interviews, observations, and literacy activity documentation	Insufficient collection development and limited digital services
Controlling	Principal monitoring, monthly evaluations, borrowing and visitor records, reporting, and follow-up activities were implemented.	Evaluation reports, administrative records, and interviews	Limited program-specific evidence of literacy outcomes

Table 2 demonstrates that all four POAC functions had been implemented. However, their effectiveness was influenced by the availability of institutional resources, professional personnel, and operational facilities. The findings indicate that management functions were formally established but still required stronger coordination and resource support to optimize library services.

Supporting and Inhibiting Factors

Several factors supported school library management, including the principal's commitment, teacher involvement, cooperation among library personnel, integration of literacy activities into school programs, and partnerships with external institutions. The school maintained cooperation with the Tanggamus regional library to support access to reading resources and literacy development. Annual collection renewal was also pursued according to students' and teachers' needs and changes in learning requirements.

The availability of fiction and non-fiction collections supported regular reading activities and academic assignments. However, the findings also indicated that these collections required further development to accommodate diverse reading interests and learning needs. Several inhibiting factors were identified, including limited financial resources, insufficient collection diversity, inadequate reading facilities, restricted technological infrastructure, manual cataloguing, and limited professional development opportunities for library personnel. Variations in students' reading interest and limited family support were also identified as contextual challenges affecting literacy participation.

Table 3. Supporting and Inhibiting Factors in School Library Management

Category	Identified Factors	Implications for Library Management
Supporting factors	Principal commitment and supervision	Strengthening institutional direction and program continuity

Supporting factors	Teacher involvement and collaboration	Connecting library utilization with classroom learning
Supporting factors	Availability of fiction and non-fiction collections	Supporting reading habituation and academic assignments
Supporting factors	Cooperation with the regional library	Expanding opportunities for resource access and literacy activities
Supporting factors	Established literacy programs	Providing regular opportunities for reading and literacy participation
Inhibiting factors	Limited financial resources	Restricting collection acquisition and facility development
Inhibiting factors	Insufficient collection diversity and renewal	Limiting access to attractive and relevant reading materials
Inhibiting factors	Inadequate reading facilities	Reducing the capacity and comfort of reading spaces
Inhibiting factors	Manual cataloguing and limited information technology	Constraining efficient collection management and information retrieval
Inhibiting factors	Limited professional qualifications and training	Restricting the development of responsive library services
Inhibiting factors	Uneven family support and reading interest	Affecting students' participation in reading activities

The findings demonstrate that vocational school had implemented the four POAC management functions to support school literacy development. Planning was reflected in strategic programming and resource allocation, organizing established management responsibilities and service procedures, actuating implemented reading habituation and literacy activities, and controlling involved monitoring, evaluation, and follow up actions. The implementation of 10-15-minute reading sessions, Friday Literacy programs, classroom reading corners, and the utilization of fiction and non-fiction collections reflected the school's efforts to establish a literacy-supportive educational environment. Interview evidence from the head librarian further indicated that students used the library for independent reading and completing academic assignments.

Nevertheless, the existing collections required further expansion and diversification to accommodate students' reading interests and educational needs. Limited financial resources, inadequate technological facilities, and insufficient professional development among library personnel also constrained service optimization. Therefore, the principal management challenge was not the absence of literacy programs, but the need to strengthen the alignment between strategic planning, available resources, professional capacity, collection development, and evidence-based evaluation of literacy outcomes.

Discussion

The findings indicate that Senior High School has operationalized all four POAC functions, yet their presence has not translated into fully optimized library services. This distinction aligns with evidence that library capacity is associated

with educational conditions: Wine et al. (2023) found that full-time librarians, collection size, collection age, budgets, and circulation were related to student achievement. Their propensity-score design examined outcomes quantitatively, whereas the present qualitative evidence explains how institutional capacities shape management. Theoretically, this suggests that POAC should be understood not simply as a sequence of administrative tasks but as an interdependent system whose performance is contingent on resources, staff capability, and implementation coherence. The study extends process-oriented accounts by showing that planning, organizing, implementation, and evaluation can coexist with operational constraints. Its contribution is to explain this implementation-capacity gap within a resource-constrained Indonesian secondary-school context.

At the planning and organizing stages, the school established literacy priorities, a formal organizational structure, task allocations, borrowing procedures, and coordination between library personnel and teachers. Nevertheless, funding shortages, limited non-textbook resources, and insufficiently trained library staff constrained implementation. This pattern echoes Merga's (2022) finding that school libraries are not consistently embedded in literacy policies and plans, and Merga and Ferguson's (2021) observation that reading promotion is not always clearly positioned within librarians' professional roles. Merga et al. (2021) further argue that collaboration should be assessed through purposeful contributions to learning rather than assumed. The present findings partly converge with these studies: organizational arrangements existed, but professional capacity and resource planning remained insufficiently aligned. Practically, schools should link collection priorities, budget decisions, staff development, and clear teacher-librarian responsibilities to explicit literacy goals, rather than treat them as separate administrative activities.

The actuating function was evident in daily reading sessions, Friday Literacy activities, classroom reading corners, and the use of fiction and non-fiction materials for independent reading and assignments. These practices align with Oxley and McGeown's (2023) finding that students' experiences of reading-for-pleasure initiatives vary with how activities are enacted. Webber et al. (2024) similarly show that adolescents' reading is shaped by access, relevance, social influences, and competing activities, while Vogrinčič Čepič et al. (2024) emphasize personal choice and diverse reading materials. The school's collection limitations therefore matter: reading time cannot ensure engagement when available texts do not reflect students' interests and learning needs. This finding supports a shift from counting literacy activities to assessing the quality of students' encounters with texts. In practice, collection renewal should be informed by student preferences, reading levels, curricular needs, and opportunities for voluntary reading.

Library use was connected to classroom assignments through teacher encouragement, but digital literacy activities had not been matched by digital cataloging or a modernized collection system. This uneven development resembles Gray and Thomas's (2026) finding that students valued access to books yet reported weaker support for research and technology when library expertise was lacking. Unlike the cross-institutional partnerships examined by Tikkinen and Korkeamäki (2023), collaboration was primarily internal among teachers and library staff; their study nevertheless shows that shared objectives do not guarantee effective coordination. McCunn (2023) similarly identifies teacher collaboration as central to successful secondary-school learning commons. The findings indicate that collaboration is a strength, but digital and professional capacity must develop alongside it. Loh and Binny (2025) demonstrate that welcoming, well-resourced libraries support student engagement and well-being. These insights imply phased digitization, staff training, and protected collaboration time.

Controlling at the school involved monthly evaluation, principal supervision, written reporting, and visitor and borrowing records. These procedures established accountability for activities, but did not demonstrate whether students' literacy competencies had improved. This distinction matters because Wine et al. (2023) connect staffing and circulation indicators with achievement, whereas Cremin and Scholes (2024) caution that translating reading-for-pleasure evidence into school practice requires attention to educational demands and implementation conditions. The theoretical contribution is a resource-contingent interpretation of POAC: management effectiveness depends on whether operational monitoring is connected to service quality and appropriate learner outcomes. The practical impact is a balanced evaluation system combining administrative indicators with collection relevance, reading engagement, participation patterns, and periodic literacy evidence. The study's novelty lies in tracing these connections within an Indonesian senior high school, while recognizing that its qualitative, single-site design cannot establish causal effects.

CONCLUSION

This study concludes that school library management at Vocational School has incorporated all four POAC functions Planning, Organizing, Actuating, and Controlling to support students' literacy development. The most important finding is that the implementation of management functions does not necessarily ensure effective library services, as their effectiveness depends on the alignment of institutional planning, resource availability, professional competencies, program implementation, and continuous evaluation. Theoretically, this study contributes to educational management scholarship by advancing a resource-

contingent understanding of POAC, demonstrating how institutional capacity shapes the effectiveness of library management in a resource-constrained secondary school. The practical implications highlight the need to prioritize relevant and diverse reading collections, strengthen library personnel competencies, improve teacher–librarian collaboration, gradually modernize library information systems, and develop evaluation mechanisms that integrate administrative performance with students' reading engagement and literacy outcomes. Nevertheless, this study is limited by its qualitative descriptive design, single-school setting, and seven purposively selected informants, which restrict the transferability of its findings and do not establish causal relationships between library management and literacy achievement. Future research should employ multi-site and longitudinal designs, potentially incorporating quantitative literacy assessments and mixed-methods approaches, to examine how variations in library management capacity contribute to sustained improvements in students' literacy development.

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